



St Edward's

CHELTHENHAM

ACCESSIBILITY POLICY

This Policy was approved by the <i>Trustees</i> :	<i>January 2022</i>
The implementation of this policy will be monitored by the:	<i>Proprietor and Headmaster</i>
Monitoring will take place:	<i>Annually</i>
The Policy will be reviewed by:	<i>Head, Director of Studies, Head of IL and Director of Operations</i>
This policy will be reviewed annually and progress of the Accessibility Plan reported to Trustees through the Education Committee and Land and Premises Committees in the Autumn Term each year.	<i>January 23 (Policy) Summer 23 (Plan)</i>

POLICY STATEMENT

Our vision for pupils with special educational needs and disabilities at St Edward's School is the same as for all pupils – that they are able to strive for the best that they can be and therefore thrive and make progress in line with their ability. St Edward's School acknowledges its duty towards pupils, staff, parents, Trustees and members of the wider community who have a disability. It does not treat disabled pupils less favourably. Where pupils or prospective pupils are concerned, St Edward's School acknowledges its non-discrimination and planning duty under the **Special Education Needs and Disability Code of Practice 2015** and its need to comply with **The Equality Act of 2010**. This policy sets out how we work towards eliminating disadvantages for disabled pupils and prospective pupils

According to **The Equality Act of 2010**, disability is defined as
"A physical or mental impairment, which has substantial and long-term adverse impact on a person's ability to carry out normal everyday activities".

The School's aims are to improve accessibility to the curriculum, premises and written material through the development and implementation of a three-year accessibility plan. The School's policy will be implemented via the provision of training for staff, the review and development of policies and procedures by the Education Committee and the Land and Premises Committee.

IMPLEMENTATION AND PROCEDURES.

1. Admissions.

- 1.1 The School has created over many years an ethos of educating and developing each pupil to the best of his or her potential and in line with the general standards achieved by other pupils, in order to create a confident, happy, well-educated and well-rounded individual. Extra-curricular activities are also part of the St. Edward's philosophy. In order to maintain that ethos and the educational standards for which it is known, the School will assess all pupils for admission on the basis of its standard selection criteria. Admission to the School depends upon the prospective pupil meeting the entrance criteria. In assessing any pupil or prospective pupil the School may take such advice and require such assessments as it deems appropriate. In essence, the School will only wish to admit pupils who it believes will thrive within the context of the School.
- 1.2 The School's policy is to apply those selection criteria equally to all potential pupils regardless of any disability of which the School is aware. We do not treat disabled pupils less fairly.
- 1.3 However, the School's policy is also to eliminate from the admissions process, as far as possible, any significant disadvantages which may be encountered by disabled applicants. The School acknowledges the expertise of the disabled pupil and their parents and will seek their input. The School asks parents to complete the registration forms and to disclose whether their child has a disability, special educational needs or medical condition which might have a bearing on how their child should be treated in the admission process. Parents of children with a declared disability will be invited for a preliminary meeting with the Head to discuss how any perceived disadvantages in the admissions process might be alleviated. If appropriate, the Head of Individual Learning will be invited to this meeting.
- 1.4 The School will advise parents of the reasonable adjustments the School can make based upon the information given and advice received, to enable a prospective pupil to satisfy the admissions criteria and to take up a place at St Edward's. The School is committed to removing barriers and providing those reasonable adjustments agreed in consultation with parents. The School will provide auxiliary aids and services where a disabled person would, but for the provision of an auxiliary aid, be put at a substantial disadvantage in relation to comparison with persons who are not disabled. The School has a duty to take such steps as it is reasonable to have to take in order to provide the auxiliary aid.
- 1.5 Where the School agrees to provide additional services, such as specialist teaching for pupils with a specific learning difficulty, parents will be charged for this service at a level that reasonably reflects the cost to the School of providing that service.

2. Accessibility.

- 2.1 The School operates the system of having classrooms and some subject rooms so that specialist materials and equipment can be located in one place. This necessarily entails pupils moving between classrooms and across the school site during the school day. To access classrooms, pupils and staff will have to navigate steps or stairs in buildings without lifts. Classrooms are organized on a subject basis and pupils need to go to all subject areas to cover the full curriculum. The School is housed in a number of old, listed, converted and purpose-built newer buildings. Due to the layout of the site and the nature of its accommodation, problems may be encountered by physically disabled pupils from time to time, which may place those pupils at a disadvantage. A pupil with restricted mobility may be unable to access some of the educational and recreational facilities the School has to offer. The newer buildings are accessible for wheelchair users. The Canopy, Main Hall, and Performance hall are accessible for those with restricted mobility enabling

parents and the public to use them. However, the older buildings' facilities are spread over three floors and there is no lift.

2.2 To improve accessibility across the site for physically disabled pupils and staff, it would require major physical alterations both to the buildings and to the grounds. Some of these alterations are impossible due to the nature of the grounds or the design of the buildings themselves. Others would require significant and prohibitive financial investment. The School will make every effort to ensure that disabled pupils can play as full a part in school life and will make reasonable adjustments where these are practicable.

The Proprietor has oversight of the progress of children with Special Educational Needs and, where appropriate will initiate reasonable steps so as to remove barriers to access for those with disabilities. They also have oversight of the physical environment and will monitor the progress of changes to improve access to areas of the School for pupils and staff with physical disabilities.

The functions they perform include:

- To review the School's existing policies and procedures (including admissions procedures) to ensure that the needs of disabled pupils are taken into account;
- To recommend new policies or procedures where they are necessary to ensure that disabled pupils are not discriminated against or where the introduction of a new policy would constitute a reasonable adjustment;
- To review this policy and other relevant policies annually and update where necessary.
- To oversee and monitor the implementation of the accessibility plan relating to the curriculum and the provision of written materials and to develop it whenever possible.
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5. Production of the Accessibility Plan

The three-year Accessibility Plan is shown in Appendix 1

- The School will aim to make newly constructed buildings fully accessible to disabled pupils.
- Within the limitations imposed by historical buildings which are not capable of modifications, we ensure that all buildings are physically accessible as far as possible. The School will review existing buildings at least every year and when repairs or alterations are planned any opportunity to improve access will be considered, but will be subject to planning consent and budgetary constraints.
- The School has given consideration to a number of factors including:

Arrival at the School – parking & reception arrangements	Common routes around the School
Floor surfaces	Signage
Steps and ramps	Entrance doors
Corridor widths	Handrails
Toilet facilities	Dining facilities
Lighting	Decoration
Acoustics	Switches and controls
Seating & furniture	Accessibility of information & means of communication

Staff awareness and training	
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- To meet its obligations the School will ensure that the needs of disabled staff and pupils are fully considered in any strategic planning for the development of the school site.

The School has identified the following problems:

Location	Problem	Adjustment/solution
Main School Building	Limited access	There are two entrances suitable for people with limited mobility – 1) Main Entrance 2) Access adjacent to Technology Dept
Main School Building - Science department	Steps to ground floor labs	Ramps to be constructed as required
Main School Building - Upper Floors	No level access	Construction of lift unlikely (listed buildings, lack of space) Timetabling changes as appropriate to locate class on ground floor
Main Hall	Level access only on one side (by PE Dept)	Ramp to be constructed as required on side of bridge towards pool area
Library	Steps	Ramps to be constructed as required
Triangle	No level access at present	Ramp needed at entrance and out into triangle from Lower Class room corridor
Swimming Pool	Step to changing room	Ramp to be constructed as required
Swimming Pool	Entry to water	Assisted disabled entrance considered – at present prohibitively expensive. To be kept under review

All ramps mentioned above are to overcome a very small number of steps (one or two). It is envisaged that they could be constructed very quickly, if required. They would be robust, but of a non-permanent nature.

Access and provisions will be reviewed by the Land and Premises Committee.

Staff

The development needs of disabled staff will be discussed with the member of staff on a regular basis. Where necessary, support time will be allocated relevant to the needs of the disabled member of staff. Wherever possible, the timetable will be adjusted to reflect the needs of this member of staff as long as it does not compromise the educational provision for pupils. Within the constraints of financial resources, the School aims to make reasonable adjustments to the premises to enable the member of staff to teach effectively.

Pupils

The Individual Learning Department, the Director of Pastoral and the Director of Studies will establish any particular support a pupil may require in order to access the School provision. In teaching and learning activities a full range of teaching and learning styles will be employed to

ensure that all pupils (including those with learning difficulties and physical disabilities, LGBT+) can access the curriculum and participate in school activities to as full an extent as possible.

Adjustments can include:

- appropriate seating for the sight or hearing impaired
- enlarged notes for the sight impaired
- appropriate provision of specialist curriculum support teaching
- examination access arrangements in internal and public examinations
- appropriate staff training
- special risk assessment for trips and activities
- a special needs register is in place to identify pupils with particular needs and this is regularly updated and relevant information is shared with staff
- adjustments as practicable or necessary in practical subjects
- assessments as to the degree to which participation in sport is possible with reasonable efforts made to incorporate all pupils as fully as possible
- provision of suitable changing room facilities to accommodate transgender pupils

The Individual Learning Department with two specialist teachers and a comprehensive pastoral system is in place incorporating teachers, Form Tutors, Heads of Year, Nurse, Chaplain and Deputy Heads to cater for the welfare of all pupils, including those with disabilities.

6. Links to other policies

- a. Special Educational Needs Policy**
- b. Admissions Policy**
- c. Equal Opportunities Policy**
- d. EAL Policy**

Appendix 1

Accessibility Plan November 2021 – November 2022

Increasing access for disabled pupils (including those with SEN) to the school curriculum			
Objective	Action	Timescale	Outcome
Ensure that Exam Access Arrangements reflect 'normal way of working' in lessons.	Individual Learning Department to provide subject teachers with a profile which outlines likely difficulties and possible strategies to support the pupil. i.e. access to reader, scribe (WP with spellcheck) and or extra time in tests and classwork	Ongoing and profiles are updated each September and amended throughout the year as needed.	Strategies employed in the classroom are appropriate and support the pupil; they become the normal way of working.
Devise teaching strategies which will remove barriers to learning and participation for pupils with disabilities	Regular agenda item at HoFs meeting for SEN issues Staff training Strategies to support are added to pupil profiles for staff to access HoFs ensure profiles are used and strategies implemented IL conduct learning walks to ensure effective implementation of strategies is occurring Survey staff for a needs audit	Ongoing Once per term Autumn Term Ongoing Autumn term	Heads of Facultyt are made aware of SEN issues and good practice can be shared. Staff training is targeted to the needs of staff and reflects the needs of the pupils in the School. Effective strategies are implemented which support pupils with their individual needs.
Establish history of need	Screening in Year 7 and Year 9 and of other new pupils to the School.	September 2022	Information is gathered on history of need which informs the pupil profile.

	<p>Letter to parents in Year 9 asking for feedback</p> <p>Liaison with feeder schools for SEN information and any other issues</p>	Summer 2023	As far as is reasonably practicable, the School meets the learning needs of pupils and the required provision is in place to enable pupils to make progress in line with their ability.
Improve the quality of learning for SEN and disabled pupils	<p>Observe individual lessons and compare the profile to the provision available.</p> <p>Conduct pupil pursuits in each Section twice yearly.</p>	Each year in the Autumn Term Spring Term	<p>Information is gathered which informs staff training. The profiles are checked for effectiveness. Support for pupils is made more effective and pupils have greater access to the curriculum.</p>
Ensure Faculties have basic equipment stationery/scissors/scientific glassware etc to support pupils with SEN and visual impairment or disabilities	Faculties to purchase appropriate equipment each year to support pupils with SEN and disabilities.	September 2022	Faculties are able to provide pupils with basic essential equipment which enables better access to the curriculum and associated activities.
Improve the provision to disabled pupils of written information			
Ensure that written material that is required is available in a format which is accessible	<p>Have available electronic copies of Information Handbooks, Prospectus, Parent Information Handbook, A Level and GCSE Booklets</p> <p>Explore the availability of electronic text books for pupils with sight impairment.</p> <p>Enlarge worksheets used in class</p> <p>Respond to need as appropriate including</p>	<p>Ongoing</p> <p>September 2022</p>	Pupils and their parents have access to information about the School in electronic format or other specified format that is required.

	investigating a braille format. Purchase licence for ReadWrite text help		
Pupils with visual impairment and or severe dyslexia have access to electronic text books.	Staff to advise on texts and provide links to text books in electronic format for pupils Use RNIB database Load2Learn for text	September 2022, 2023 or as required.	Pupils are able to access text books in School and at home to support their learning.
Improve the physical environment of the School			
Create a ground floor meeting room for disabled visitors	Alterations and decorations to office previously used by Deputy Head £3000.00	Summer 2022	Meetings with pastoral staff can take place with parents with disabilities.
Consider the feasibility of a ramp to enable access to Science Laboratories on the Ground Floor	Plan and construct a portable ramp which would enable access to Science without causing a trip hazard £800.00		Ramp is designed which would enable access to laboratories on the Ground Floor.
Improve the ability for people with hearing impairments to be able to hear in assemblies and presentations in key areas.	Explore the costs of installing a hearing loop facility into the Main Hall and Performance Hall £3K - £5K	As Required	Presentations and assemblies can be heard more easily.
Ensure areas of the School are well-illuminated to support those with visual impairments	Replace lighting with brighter LED lights in areas of the School as refurbishment takes place £200.00 per fitting	Ongoing	All areas of the School are well-illuminated
Enable private individual changing facilities in Male and Female Changing Rooms	Install individual cubicles in the Male and Female Changing Rooms Male complete Female £2500.00		Provides privacy for pupils in getting changed for PE Games or other activities.
Provide a relaxation room for students with ME to be able to rest during the day	Purchase furniture which enables students to rest during the day in the Individual Learning Department £1000.00	Redev of IL in Summer 21	Students with ME or other debilitating illness can take rest breaks during lessons as required and which do not

			have to take place in the sick bay area.
Improve fire detection for people with hearing impairments	Upgrade fire detection and install flashing beacons when fire alarm activated £10k - £15K	As required	Visual response to fire alarm system
Improve the acoustics to IL teaching area	Install fire door with sound proof stud work to corridor leading to IL and improve sound proof when refurbishment works carried out £1600.00	Refurb in Summer 21	Better acoustics in rooms giving a quieter working environment